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Minnesota. State Normal School (Moorhead, Minn.)

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The Training Department

By Thomas A. Hillyer

Superintendent of the Training Department

The Pure Normal School

The very great majority of the so-called normal schools of the world are not, strictly speaking, normal schools. They are rather semi-normal schools, semi-high schools, semi-academies, or semi-colleges, depending upon the aspect which determines the name, a kind of mixed institution for which it is difficult to find a really appropriate name. This is especially true in our own country and only little less so in Europe where the institution for training teachers is older. Perhaps the best illustration of the full-blooded normal school to be found there is the Superior Normal School of Paris, which has lately become a part of the University of Paris. The distinctive thing about such a normal school is strictly academic work. It assumes all such work and makes it an admission requirement. It undertakes only those things which are a part of a teacher's professional equipment. It deals exclusively with such questions as what shall be taught, why shall it be taught, how shall it be taught, and others of a psychological, historical, or philosophical nature which are directly and intimately connected with the ideal, the means, and the method of education. There are a few normal schools of this pure type in this country but in their admission requirements and in what they accomplish they are not of as high a grade as the Superior Normal School of Paris.

Scope of the Training Department

I do not intend, however, to speak of the training department in connection with the pure normal school, but instead to consider it as found in the mixed type and, more especially, as found in the average American state normal school. I choose to treat the training department as it is thus most often found, not because I think that the highest form, but because I hope to speak with more meaning and profit by dealing with a thing near at hand and familiar than by dealing with something remote and strange.

The first thing to notice about the training department is that it hardly ever includes what it ought to. Nearly everywhere it includes only the model school and its management and the immediate supervision of practice-teachers unless, also, a little teaching of general pedagogy. It ought to include every piece of work done within the normal school as a whole which is distinctly professional; that is, which is not concerned with the teaching of mere subject matter but which deals only with the ends, the means, and the method of education. What we often find in the normal school is a hodge-podge of professional work. One part of it is done here and another there in distinct departments with the work in any given department having little or no relation to, and often no consideration for, that of any other. Such disorganization is a sure guarantee of shattered and inefficient results. All the different pieces of professional work, whether theoretical or practical, ought to be brought within a single, closely organized, general department where of course each might have the recognition of

constituting a department, but only a subordinate and not an independent one. This general department is what the training department ought to be. It is very far from what it generally is. With the training department so constituted, the practical work would be much more wisely supplemented by the theoretical, than it can possibly be with the different parts of the professional work broken up and scattered about as they usually are.

The disadvantage of having professional work done outside of the training department may be well illustrated in the case of special method. It is certainly a safe principle that special method in any subject can best be taught and learned when both teacher and student are immediately associated with the teaching of children. But it is generally handled when teacher and student are isolated from the model school, and often too when the teacher not only does not have but has never had teaching contact with children. Special method when taught in such isolation from the actual handling of children and, more especially, when taught by a teacher who for lack of experience with children in the school-room has little knowledge of them and is out of sympathy with them is very likely to be at best logical, but unpsychological, unpedagogical, and consequently impractical and useless in actual teaching. Other things aside, those best situated to teach special method are the immediate supervisors of the teaching in the model school, who of necessity deal with the various subjects, not in etherial and ascetic fashion, but as they are actually taught to children. Perhaps no single thing has contributed more to bring normal

schools into disrepute and to lend a bloated and bigoted meaning to the word, professional, in some circles, than the unnecessary and pedantic haggling over non-essentials in special method classes. If no other professional work not already there could be put into the training department, surely all work in special method because of its immediate importance should be put there. It would follow that in the light of every day practical teaching conditions, most of the horde of non-essentials and fallacies characteristic of the isolated special method would drop out, while what is really valuable could be seen much more clearly and taught much more effectively.

In drawing a line to distinguish the professional from the academic work of the normal school, the line ought to be drawn between and not through different pieces of work. That is, any subject ought to be treated in either a purely academic or a purely professional way. This is true because the academic attitude toward a subject is essentially different from the professional. In the academic attitude the single purpose of the student is to acquire the subject, to make himself familiar merely with its inner facts and relations and perhaps its relations to other fields of knowledge. In the professional attitude the student reflects upon the what, the why, and the how of the subject as it figures in the process of education. This attitude assumes what it is the aim of the academic attitude to acquire. Many a subject, which might otherwise be skilfully handled as either an academic or a professional subject, becomes neither because the teacher of it does not distinguish these attitudes and hold her students continuously,

not to both, but to the one or the other.

As far as the place of the training department in the typical state normal school is concerned two things may be said. First, the department ought to include all phases of the professional work, whether theoretical or practical, so that they might be knit together into system and unity; and second, the line limiting the department's scope ought to pass between and not through distinct pieces of work, so that it might not happen that a given piece should lose character by being diffused into both the academic and the professional channels. In bringing about such an organization of the training department in normal schools where it does not already exist, two things ought to be done. First, the amount of professional work (that is, the time given to it) should be reduced, and the reduction should take place mainly within the field of special method where, notwithstanding the prime importance of that work, the greatest excess is to be found. And second, the members of the general faculty, to the extent that they do professional work, ought to be brought within the department where they and their work should be subject to its general organization and direction.

Connection with the Rest of the School

As I have put aside the rare, pure normal school to deal with the common mixed type, so now I shall leave the training department as it ought to be, to consider three problems of the department as it is most often found; that is, as consisting almost wholly of the model school and the manipulation of practice-teachers within it.

The first is one of outside organization,

how to connect the department as a whole with the rest of the normal school. There are at least two ways in which this is done. By one method the training department is placed under the direction of the heads of the other departments, each departmental head supervising as much of the model school course of study and as much of the practice-teaching as fall within the limit of his special subject. Where this plan prevails there is also a principal whose work is to prepare the daily program and to care for the children in all those details which lie mainly on the formal and disciplinary side of school management. His position within the department is a subordinate one, almost nothing of supervision of course of study and practice-teachers falling to him. If the department has any real head according to this plan, which may not inappropriately be called the split-up plan, it is the president of the normal school who is nearly always so occupied with the general affairs of the whole school that he has little time to give to directing the details of any department. According to the other method there are so-called critic teachers within the training-department and independent of the other departments who supervise all aspects of the model school work including the practice-teaching in certain grades, while working with them is a principal or superintendent, not the head of the school, who has general charge of all the department work.

Either of these plans has its advantages and its disadvantages. It is claimed for the former that it secures greater intensity and system along the different lines of the model school course of study, and it is held against it that it maintains the different subjects in

too strict separation, that it does not give enough attention to relating them to each other and to the children, that in other words it tends to break up unity of organization and result. For the latter it is claimed that it secures greater system and more unified results throughout the department, and at the same time it is urged that drawing lines between grades to make division of territory for the critic-teachers does violence to sequence of work with both children and practice-teachers.

As far as a choice between these two methods of uniting the training-department to the rest of the normal school is concerned my preference is decidedly for the latter, and more especially would it be so, if all the professional work were thrown into the hands of the training-department faculty of whom it should be required that they not only do such work, but that they do it in the atmosphere of close daily contact with the model school.

Considering the mere room and departmental features of the two plans, the best way of all perhaps would be to preserve the room plan in the lower grades and to permit the departmental plan in the upper grades. Such an arrangement would make possible in the lower grades the correlation of work so much needed by young children whose minds are in the earlier stages of organization, and it would permit in the upper grades that co-ordination of work which is as much needed by older children. Not the least good result of this plan would be that the model school would exhibit that use of room and departmental management which all graded schools ought to adopt.

The Model School Program

The second problem lies wholly within the training department but its solution demands a readjustment between the department and the rest of the school. The problem is how to maintain the best model school program. The readjustment is required at two points; first, at that of the so-called special subjects, music, drawing, manual training, writing, etc., and second, at that of the assignment of practice-teachers to their work. With reference to the special subjects the rule in most normal schools is that such subjects are taught in the model school, not by members of the training department faculty nor by practice-teachers, but by the teachers of those subjects in the normal department and at such times as they are at liberty after work in their own departments is assigned. This makes it uncertain from term to term as to what time of the day these subjects may be taught in the model school. Sometimes they may be taught in the forenoon, sometimes in the afternoon. If in the forenoon, at one hour or another; and so, if in the afternoon. This necessitates, of course, a continual shifting from one part of the day to another of other model school work to make places for the wandering special subjects. Then in the assignment of practice-teachers the model school meets the second condition which decidedly mars its program. From term to term continual shifts of subjects from one part of the day to another must be made in order that practice-teachers not free to teach at any part of the day may be given the opportunities best suited to them individually, and that they may come into contact with the greatest

possible variety of the model school life.

The net result of this situation, which makes it necessary for the training department to wait upon the program of the normal department before it can proceed with its own for both children and practice-teachers, is a kaleidoscopic change of the model school program which is in little harmony with sound education. Where the model school program is obliged to shape and reshape itself to meet inhibiting conditions of adjustment to the rest of the school, it is only an accident, if the program at any time turns out to be as good as it might be away from such conditions, and it is nearly always necessary to preach to practice-teachers what cannot be practiced in the making out of a school program.

In such a situation there are but few important principles of program-making which can be followed. To determine what the program shall be, as far as mere time arrangement is concerned, one might almost as well toss the elements up into the air and take the arrangement that comes down as to pursue any other method. Nobody believes nowadays that a school program, especially one for children, can be wisely made out in any way; that it doesn't matter whether a given subject comes in the forenoon or the afternoon, before or after a play period, three or five times a week, interruptedly or continuously when less often than five times, whether the sessions, forenoon or afternoon, or for the whole day, are of one length or another, etc., etc. Everybody knows that such things are of great importance in a school program and would judge a supervisor who didn't consider them as ignorant or neglectful and perhaps both.

Two things ought to be done in every normal school having a training department as here considered. The special subjects as far as they are taught in the model school should be handed over, as are all other subjects, to those who are in immediate charge of the training department and who do not have conflicting work elsewhere. And the normal department program ought to be so made out that every practice-teacher having other work might have an alternative of period at which to do that work, and thus be free for assignment in the model school at any time of the day. With these things done the training department would be freed from the greatest restriction upon its own organization and administration.

With this alternative of period in the normal department there would go another distinctly good result besides that of relieving the model school of unfortunate shifts of program. Since each practice-teacher could then be assigned to any part of the model school day, all the teaching opportunities of the training department could easily be used, if needed. Where there isn't sufficient alternative of period in the normal department, it frequently happens that practice-teachers are barred by the program in that department from teaching during certain parts of the model school day. They are then obliged to teach at other times. This condition, since the practice-teachers are generally doing the same work in the normal department, often prevents anything like an equal distribution of them among the different model school periods. Occasionally it happens that none can be assigned to a given period and the teaching facilities of that period lie unused. It is then

necessary to make extra assignments at other periods and the result is often an undesirable congestion of teachers accompanied by an unfortunate whittling of classes up into divisions far too small to put a teacher to a fair test or to illustrate public school conditions. Where the model school is small and the number of practice-teachers large, it is especially necessary that the training department and the rest of the school be so adjusted as to enable the department to make use of all its facilities. A complete alternation of period in the normal department would secure this result.

Duties of Practice-Teachers

The third problem is, what shall the training department require of its practice-teachers? The traditional requirement is teaching a class of children for a single recitation period each day during a specified time. To this are added plan-writing and attending teachers' meetings. It is reasonably held that simply teaching a class of children does not bring the practice-teacher into broad enough active contact with school conditions. It is even more reasonably held that plan-writing, as it is found in many places, is an abomination. And, whether they are wise or not, practice-teachers often fail to grow enthusiastic over teachers' meetings. As far as teaching is concerned the practice-teacher should be required to teach different classes in different subjects, and this should be supplemented by requiring her to do any other things which naturally enter to fill up a school day. If it were possible, she should be required to take charge of a room of children for a half-day, or even for a whole day, during a part of her

time in the department. Some such arrangement as this would greatly broaden the view of school life and duties which every graduate should take away from a normal school. It would remove the chance of a practice-teacher's cultivating the wrong notion that she should make herself proficient in only certain grades and subjects and in nothing else than mere teaching.

Plan-writing ought to be greatly simplified in many schools. Teaching-plans as they are often required to be written from day to day are so elaborate, require so much effort, and so much morbid pedagogical significance is attached to them that they sap up uselessly the precious time and vitality of the practice-teachers and blind them to their chief duty, the effective teaching and control of children. Of course teaching-plans should be written and the system of writing them when wise should be rigidly adhered to. But to be wise the system must be a simple, helpful means and not a complex, injurious end. Whatever the details of a wise system may be, the central ideal of it should be that in her daily teaching the practice-teacher should be trained, not to a vague and verbose idea of almost anything to be done, but to a clear and pointedly stated idea of something definite; and, also, that in her method she should be trained, not to picture in advance a recitation in a multitude of details most of which never take real form, but to deciding beforehand upon only the general conduct of a recitation, leaving wide scope for the exercise of that freedom, which in the actual recitation she must have to meet the spontaneity of her pupils.

Where teachers' meetings are not as stimulating and interesting as they ought to be there are nearly always two ways of accounting for it. One reason is that the meetings are held late in the afternoon after the regular school day when both practice-teachers and supervisors have done enough for the day, need rest, and feel extra duties as more or less of a burden. The other reason is that the work done at teachers' meetings, regardless of the time of day when they may be held, is too often mere repetition, humdrum and monotonous, too deficient in system and freshness. There must of course be some opportunity to discuss with practice-teachers in a body the details of their present and future work. The best opportunity, much better than the late afternoon teachers' meeting, would be provided by putting the practice-teachers within the training department for one of their regular daily periods in addition to, and during the time of, their teaching. This daily period should be given to the details of practical pedagogy and school management and the work should be done by the different members of the training department faculty.

The Children and the Model School

No normal school completely deserves the name until it includes a school of children and until its children are made its kings and queens, the controlling center about which everything and everybody else revolve. When a law is passed establishing a normal school the ultimate purpose is to train teachers for the public schools. But when the school is established it is found that teachers can best be prepared for their work by edu-

cating children in their presence. When the children are once brought under the roof of the normal school they, and not the prospective teachers, should be the immediate center of interest, not only because their sacred life is committed to the care of the school, but because the best care that can be given them is at the same time the most valuable means of securing what the school is ultimately established for, the preparation of teachers. Its children and their education before prospective teachers should lend to any normal school far the greater part of whatever true dignity and worth it may have.

The complaint of many parents that their children are not properly cared for by a normal school, though often unjust, is not always without foundation. The constant disturbance of the model school program to meet normal department requirements and the lowering of the standard of teaching by putting too much of it into the hands of practice-teachers are the chief things that operate against the best care of the children, although it is nearly always only the latter which is in the minds of complaining parents. Where the objection to the practice-teaching is found it tends toward two results; first, the disappearance of the model school by parents taking their children out, and second, relieving the practice-teachers of their teaching and putting it into the more competent hands of members of the faculty. The latter result is much the more fortunate for the normal school, not simply because it quiets rumors of bad work, but because it preserves the model school and in raising the general excellence of its work makes that school more illustrative of

what a school should be. In another place practice-teaching is held up as an important requirement to be made of a normal school student, but such teaching ought not to be permitted to that amount which materially lowers the standard of model school work. If either of the two courses had to be taken, there should be no question as to which is the better in the training of a teacher; for her simply to observe and discuss under supervision a truly model school, or for her to teach even with as capable guidance in a third or fourth rate school. Other things aside, a normal school graduate will go to her work in the public schools better equipped when she has thoroughly high ideals obtained from the observation of an excellent school, though she may have had no practice-teaching; than when after much practice-teaching in a low rate school she is necessarily without such ideals, although she may have acquired some command over commonplace school practices.

The model school is the element within a normal school which should be maintained at the highest possible standard. That standard demands that the model school shall not only fairly represent public school conditions, but that it shall also represent much that is in advance of the best public schools. The model school should be a constant source of information and inspiration to visiting superintendents, principals, teachers, and boards of education. It should not merely suggest to them by way of contrast, but actually exhibit things which are better than what they are accustomed to and which they should desire to attain in their own schools. Moreover it should be such that teachers trained in contact with it might

enter upon their public school work not merely with a speculative ideal of a school in the far distant future and impossible of realization, but with what is much more stimulating, the practical ideal of the best school which can be, because it is, produced. Whether this is the right notion or not of what the model school should be, one thing is certain that it cannot be that in many places until the normal schools of which it is a part make radical changes in their organization and administration.

Education for Parentage

BY ABBIE L. SIMMONS

Department of History

I take it that education for parentage means that sort of training which will best fit those who contemplate being fathers and mothers for worthy disciplinarians, ready at least for a painstaking development of the little ones who come as Wordsworth says,

“Not in utter nakedness,
But trailing clouds of glory, do we
come
From God who is our home.”

And since we all have been, not many years since, these blessed babes (whose clouds have become clothes, artistic or inartistic, valuable or unvaluable, hygienic or non-hygenic; useful or useless, according to the environment into which we came) there must still be remnants at least of this glory in every normal human breast, ready to burn under the proper kindling power. If so, then that celestial element should

never be allowed to smother in childhood, but rather should be kept aglow to become the guiding star of life, and from such matured human products, a holy wedlock would rise, whose offspring would be worthy citizens in every nation of the universe.

You may exclaim, "This is ideal!" Yes, if ideal is synonymous with what could exist under proper conditions.

It is said that school teachers are reckoned amongst the best fathers and mothers. If such be the case, then why not use some at least of the same methods for the training of other young men and women as are given to those in the teaching profession? We have clubs for the study of literature, art, history, etc., but we do not hear much, if anything, about clubs for the study of preparation for parentage.

Fortunately Mother Nature has always done much in silently installing maternal and paternal instincts into the fibre of those who have entered into wedlock. But with all the heritage that is humanity's today from the knowledge acquired down the ages, that embryo of involution folded up in the human makeup should be developed into a vitalizing, determining, parental evolution, instead of a devitalizing, revolutionary, parental devolution, as is so often the case today.

I suppose that we might safely say that there is yet far more discussion about the lineage of dogs, horses, cattle, and fowl, and the necessity of careful breeding to keep pure blooded stock, than ever is given to the birth of the little ones who are to be the future citizens of the nation.

Is there anything more important than

the training for parentage? It seems almost incredible that thousands of years of so-called civilization have passed by, and that the present era is just beginning to realize the enormity of the problem. The young men and women pursuing a course in psychology, child-study, and sociology, are getting at least something of an idea of the responsibility of parenthood, and of that training which will better fit them to rear offspring. Herbert Spencer says, "the education of the child is usually left to the chances of unreasoning customs, impulse, fancy joined with the suggestions of ignorant nurses and prejudiced grandmothers." And he furthermore writes, "Whether as bearing upon the happiness of parents themselves, or whether as affecting the character and lives of their children and remote descendants, we must admit that a knowledge of the right methods of juvenile culture, physical, mental and moral, is a knowledge second to none in importance."

"This topic should occupy the highest and last place in the course of instruction passed through by each man and woman."

But the student body composes only a small percentage of any community. What can be done outside the pale of the school-room? Interest the patrons of the school, so that they will desire to meet with the teachers and discuss such questions as will tend toward the best development of the children. And what shall these subjects be? The following are some which were profitably discussed at parents' meetings in Yonkers, New York: "What ought the public school to do for the child?" "The Child's Duty in Civic Questions," "Ought the discipline of the child at home and at

school to conform?" Habit and Physical Basis of Character." Other means of extending knowledge to parents are the University Extension, and societies which present courses in psychology and child-study. London supports a "Parents' National Educational League."

Neither parents nor teachers do fully realize the immense power that imitation plays upon the thoughts, speech, and actions of a child. Then, since imitation is such a powerful factor in child development, care must be taken about the cleanliness, simplicity, and artistic appointments of the home, of the speech and manners of the occupants, of the neighbors' house and family, of the school, of the tout ensemble of the locality in which the child lives.

Some one has said, "Almost any kind of a parent will do at a pinch, except a liar." Is not the rottenness at the core of humanity today, deceit? Every father and mother must live honest if for no other purpose than to produce an honest child. As for illustrations of parents' lying, I will cite the following incidents as told to me by a friend who was a witness.

A grandmother, mother, and three little ones enter a railroad car. Evidences of fatigue and irritation attend the party. One child is a babe in arms, the others are a little girl of about two and one-half years, and a boy not more than four. The grandmother first slaps one and then the other, warning them if they are not quiet, she will throw them out of the window. The mother was constantly nagging them if they wiggled even a wee bit, with the remark that the conductor would take them.

A little girl, when asked her age, by my friend quoted above, said, "I am five, but my mother told me to tell my teacher that I was six so that I could go to school."

A boy who had stolen a strap from school was whipped severely by his mother for taking the strap, but when he started for school, she said, "Tell your teacher that you did not steal the strap."

Alas! such instances as given are many. Is not the world greatly in need of parents who live, move, and have their being in truth?

Sometimes we hear a radical modern exclaim, "Let institutions rear the children. The state can do more than the parents for the good of the child." Will it? Would not such institutions be a sort of incubator repository, where children would be raised on an artificial regime? There is just one atmosphere with which to enshroud the child, and that is father and mother love, which has its source from the divine stream that ever feeds the parental breast. Woe be unto the world when the state acts as a substitute for the parent! Then would end the purpose for which parentage should stand: sacrifice, justice, love.

Economy of forces helps toward progress. The well trained parent will make use of the economic factor in his discipline, never using more authority than is necessary to direct the child toward right actions, or better, toward the forming of right habits; then the actions will usually tend in the proper direction. A saving of forces is impressing upon a child what he may do rather than what he should not do. A husbanding of energies for the child comes from accurate observations of things

about him, of giving correct statements in regard to them, of reasoning, of making judgments. If he is trained to be skillful in the use of his faculties, then when a crisis comes into his life, his whole being will be on the alert to meet it.

If the sensuous act, the cruel act, the dishonest act, can, without apparent effort on the part of the parent, be made repulsive to the child at the formative period, little need has the father or mother for anxious hours later in regard to the stability of character of the child. Repulsiveness need not be the only agent, nor perhaps is it as good a one as the acquired knowledge that the highest pleasures can never be appreciated by those who indulge in the coarser, cruder ones. This thought has been well expressed by Professor Patten of the University of Pennsylvania, when he says, "Only those who have acquired the habit of summarily ejecting discordant elements can form the highest ideals, or have the character needed to realize them." Such individuals are indeed on the road that leads to self-control through the economic factor, elimination.

One who thinks at all of the responsibility of the parent during the infantile period of childhood, realizes that the nourishment and care of the body is the main task. As soon as the child has learned to make some use of the body in seeing, hearing, crawling, or, in other words, begins to get into touch with his environment, then must the parent create the proper surrounding influences in which to develop the first intelligent intimations of the child. You remember the wise saying, "Our youth should be educated in a stricter rule from

the first, for if education becomes lawless, they can never grow up into well-conducted or meritorious citizens, and the education must begin with their plays." If the fathers and mothers select the children's plays, and join in with them as often as possible, then the magic influence of an upward trend of life for the children has been created. Parents as well as teachers should assist the boys and girls to originate bright, fascinating, wholesome plays. What a tonic such games would be to a whole neighborhood of children!

Every parent should select the juvenile classics for his child's library. Such books help to construct the proper mental and moral fibre. Fathers and mothers must take an interest in child life, if the children are to be developed into our best ideal manhood and womanhood. Give heed for a moment to the careless mother in the following incident, as related in Ella Calista Wilson's book on "Pedagogues and Parents." "What makes the car go?" asked a child ahead of me on the train. The mother laughed and stopped talking with her neighbors long enough to answer: "The engine."

"What makes the engine go?"

"The steam, goosey."

"What makes the steam make the engine make the cars go?"

"For the fun of it afterwards!" laughed the mother with a staring glance at the boy which said too plainly, "How can you be so stupid?"

As the old time courtly gentleman and stately lady have wellnigh gone by, with them has passed to a great extent, the well-mannered child, courteous to parents, el-

ders, and comrades. This lack of refinement is always noticeable to the eye of a foreigner, as is the often too-easy intercourse between young men and women. In a copy of the Outlook in which was discussed the Responsibility of Parents, were written the following lines, "If American society is to preserve in any way the qualities which the best Americans in every generation have instilled into their children, there must be a far deeper sense of responsibility on the part of the heads of families than at present exists. There must be far less license permitted, there must be far more judicious and rational supervision," and the writer furthermore states, "It will be necessary presently to preach a crusade or organize a movement for the education of American fathers and mothers, if the traditions of the Americans of earlier times are to be preserved, and if American society is to have any distinction of aim, of taste, or of manners."

No man or woman is worthy to be a father or mother who looks upon children as burdens to their parents, or as burden-bearers for their parents, or as entertainers for the amusement of the family and their friends. Every parent should consider the little ones who come into the home as blessings, as future enlightened citizens in the embryo.

Albion Small has said, "The end of all education is first, completion of the individual, second, implied in the first, adaptation of the individual to such co-operation with the society in which his lot is cast, that he works at his best with the society in perfecting its own type, and consequently

Yet God, from that dread land, forlorn and
bare,
Where desolation held her lifeless sway,
Hid not His face in anger or despair.
Or crushed its prospects of a lovelier day.

For all the grain's deep gold, the apple's
red,
The blue-bell's azure and the lilac's dyes,
He hung in sweet auroral promise overhead
And kept suspended in the splendid skies.

An age crept by; the fiery sun burst forth;
At last the ice-bound prairies were un-
chained;
Lake Agassiz surged grandly toward the
north,
Rose to a sea of sapphire, and then waned.

* * *

Moon wax, moon wane: man chafes to have
his way;
A thousand years with God are but day.

* * *

And next, the Pioneer. His camp-fire shone
By wood and wold; he toiled an anxious
while
To seize the rich sea-bottom for his own
And reap the fruitage of the northern Nile.

Breathless, behind him, pressed the struggling
crowd,
Keen for the grasp of empire; in their eyes
The gleam of conquest; in their throats, a
loud
Insistent clamor, glorying in the prize.

The cabin rose; the glimmering hearthfire
glowed;

Into the west the trampled highway ran,
Trod to the smoothness of a Roman road
By countless footprints of adventurous man.

And hamlets sprang to cities; cities sprang
Into a sordid splendor, mammon-led;
The crash of commence through the uplands
rang
And sent its echoes down the winding Red.

With plunge and downpour of the laboring
wheel,
Where ran the throbbing steamboat (lately
stilled);
With clang of ringing hammers upon steel,
Across the plains the shock of Empire
thrilled.

And man, amid his manors, vast and rough,
By mellowing sunsets gloriously impearled,
Filched from the breast of nature bread
enough
To feed the hungry mouths of half the
world.

But no bright sky, nor sweet scent of the soil,
No childish prattle or glad anthem's sound,
Could lift his gaze above his loveless toil
Or swerve his purpose from the glut of
ground.

Inert, colossal, on the somber plain,
And grossly wallowing like the behemoth,
He strove in blind oblivion to maintain
The rude barbarian grandeurs of a Goth.

* * *

Moon wax, moon wane: man chafes to have
his way;
A thousand years with God are but a day.

* * *

Again the stream of years, with fruitful
showers
Blown from Elysium's topless mountain
slopes,
The boon of rest, and meditative hours,
The swift electric poignancy of hope.

Fair, streaming years! a-thrill with tinkling
strains
Of fugitive faint music from the abyss;
The joy of choirs, and homeside flowering
lanes,
The clean, uncloistered campus, and then
—this!

This, the chaste treasury of the soul's real
gold
(Exclusive birthright of our humankind);
Safe haven for the wise sweet thoughts of
old,
A rich, exhaustless granary of the mind.

And may it not betoken the fair time
When the big, bungling things shall pass
away,
When ugliness shall dwell alone with crime
And man shall hasten toward a happier day?

For thinks't, O soul, that He who woke the
vale
Out of its sodden centuries of death,
Can in His own good time and fashion fail
To breathe into this clod immortal breath;

That He who watched the ice-sheet wane away
Into the golden sea of dancing wheat,
Should tire in moulding this obdurate clay
Into His awful image, more complete!

Ah, no! The drifting centuries that sowed
The forested refinements of the east,
Shall here in season find the fair abode
Where nature spreads abroad her bravest
feast.

And man, amid fair verdure and tall towns,—
Touched by a finer force than Aaron's
rod,—
Shall walk, with larks, throughout his spark-
ling downs
And lift a grateful forehead to his God.

* * *

Moon wax, moon wane: man chafes to have
his way;
A thousand years with God are but a day.

Events of the Quarter

The opening months of school, September and October, were wholesome with good work and good cheer. The impression, once dominant, that fall must needs be a dull season without football, no longer prevails; and the old round "Fall would be such dreary weather, were no football here this Fall—," has given place to the cheerier, "It's a way we have at the normal to drive dull care away." Much hard work has been accomplished; many good things have been said and sung for our refreshment and upbuilding; and the spirit of the school, and that of the alumni, has been loyal and co-operative.

* * *

On the occasion of the first assembly of the year there were 310 students—exclusive of the model school pupils—in the seats of the auditorium. This number exceeded that of the opening assembly of last year by fifty, and that of the year previous by over one hundred. It indicates a wholesome growth and promises well for the year's attendance. In the course of a few weeks the enrollment had exceeded three hundred and sixty. Improvement in numbers, however, is not the only encouraging feature of the student body for this year. The personnel of the school is conspicuously high, and as a consequence the work of the course has been handled with greater energy and decision.

* * *

Early in the term the seniors led off in forming a class organization, and the juniors and "A's" soon followed their example by

holding meetings to organize and elect officers. The seniors have been active in various ways,—giving a reception, a recital, and engaging in more intimate social activities.

* * *

The officers of the several classes and student organizations are as follows:

Class Organizations: Seniors—President, Ruth Keeney; Vice President, William Walker; Secretary and Treasurer, Charlotte Sprague; Class Counselor, Mr. Quigley.

Junior Class—President, Keith Walker; Vice President, Alta Bowers; Secretary and Treasurer, Otto Ramstad; Class Counselor, Mr. Hillyer.

“A” Class—President, James Nye; Vice President, Olive Mahlen; Secretary and Treasurer, Otto Ramstad; Class Counsellor, Mr. Ballard.

The Athletic Association—President, Keith Walker; Vice President, Stephen Bergh; Secretary, Olga Olson; Treasurer, Malcom Hanson. Faculty members—Mr. Stanford, and Miss Dayton. Alumni member—Conrad Hovden, 1906.

* * *

The various student organizations, while perhaps unusually slow in getting under way, have been vigorous and active. In athletics, the basket ball teams took up practice with spirit and by the middle of October both girls and boys were in brisk playing form. Practice games with local teams were always in our favor, and the situation looks promising for the approaching schedule of games. The Forum reorganized in late October, and has been holding weekly meetings. The Witches have had several gatherings. The Owls, who have assembled often, have thus far elected the following new men: Malcom Hanson, Gor-



KATHARINE LEONARD
Head of the Department of Mathematics

don Nye, Arnold Trost and G. C. Skeim. On the occasion of the latter's initiation, several of the old men came in to the celebration, adding the weight of their experience to the ceremonies. The Glee Club, since the opening of school, has been holding weekly rehearsals; several new members were recruited from the new arrivals, and under Miss Damon's vigorous direction the club is accomplishing excellent results. Its initial appearance at the first student's recital was greeted with marked enthusiasm.

* * *

Among the public literary functions, the most notable event of the early fall was the

dedication of the Carnegie Public Library, which occurred on Monday evening, October fifteenth. It was an occasion that commemorated a very significant achievement—the establishment of a free public library in Moorhead, costing in the aggregate \$15,000, of which \$12,000 was the gift of Mr. Andrew Carnegie. The library building is a beautiful specimen of architecture, in the classical pattern, and represents splendid value for the investment. The excellence of the product was made possible only through the unsparing devotion of the members of the board of directors, who gave unstintingly of their time and effort to perfect it. Foremost among these were Mr. Frank A. Weld, Mr. Geo. E. Perley, Mr. L. A. Huntoon, Mrs. Jas. H. Burnham and Mrs. S. G. Comstock. At the dedication exercises Mr. Weld presided. An outline of the program is subjoined. Every number added an element of strength to the occasion. It would be beyond the scope of the bulletin to review the program in detail, but a word of grateful praise must be recorded here for the thoughtful and encouraging words of Miss Baldwin, state secretary of the library commission, and the inspiring message of Prof. Maria L. Sanford, of the state university. Miss Sanford's address was a ringing appeal for social and intellectual betterment; it was rich in sentiment and illustration; replete with flowers of thought gleaned from many meadows, and sparkling with the crystal waters of "the well of English, pure and undefiled." It was a great delight to hear her—particularly to the people who had enjoyed the blessing of her instruction (many of whom were present)—and at the close of the program she was quite besieged by those who wished to take her by



CHRISTINE GOETZINGER

Who retires December 31st, as Superintendent of
Schools in Otter Tail County after
Eight Years' Service

the hand and thank her for her sweet and
lofty message. The program was as follows:

Significance of the Library Movement in
Moorhead, Mr. George E. Perley; Report of
the Building Committee, Mr. L. A. Huntoon,
Chairman; Statement of the Librarian, Miss
Nell Olson; State Library Association, Miss
Clara F. Baldwin, State Secretary; Vocal
Solo, Mrs. Taylor Hall; An Ode, Mr. Edwin
T. Reed; Address—The Library in its Re-
lation to the Community, Miss Maria Sanford,
State University; Presentation of the Library

to the City, Mrs. S. G. Comstock, Chairman of the Commission; Acceptance of the Library on the Part of the City, Hon. C. A. Nye, Mayor; Vocal Solo, Mr. Howard Moody.

* * *

The class in English Literature enjoyed an unusual privilege in listening to a reading of Cynewulf's Christ by Pres. Weld, one evening in early October. The reading was from a copy of the famous Exeter book, and was an illuminating object lesson of the exalted spirituality and high scholarship of the great writer of early Anglo Saxon times.

* * *

The second faculty meeting of the year was held at Pres. Weld's home on Thursday evening, October eleventh. The feature of the meeting was Mr. Ballard's paper embodying his observations of the San Francisco earthquake. As a summary and analysis of the great phenomenon it was an admirable exposition, and readers of the bulletin will find much pleasure as well as profit in reading it when it appears in a subsequent number.

* * *

In connection with the meeting of the Federated Women's Clubs in Fargo—a notable gathering—Miss Simmons gave one of the five toasts delivered at the Federation banquet, October eighteenth. Her subject was "Co-operation," and she handled it with such ability that it was regarded as one of the most notable utterances of the convention.

* * *

Mr. Comstock's stirring speech at the Commercial Club banquet, October twenty-third,



RUTH S. HUTCHINSON

Preceptress

denouncing the indiscriminate muck-rakers and defending the great railroad systems as vital elements in the development of the country, was a splendid specimen of earnest eloquence, and it received a decided ovation. Other excellent addresses of the occasion were those of Pres. Weld, Mr. Perley, Mr. Rollette, chief engineer of the N. P. works at Dillworth, Mr. Huntoon, Mr. Brown of Crookston, and Judge Grindeland.

* * *

Socially the school has been astir. While the winter term is the time for the more elaborate entertainments, there have already been

some exceedingly attractive gatherings. The Congregational Church received for the students and teachers of the schools early in September, and helped thereby to promote acquaintance. The members of the senior class who belonged to the junior class of last year, gave a reception and frolic to the faculty and newly-arrived seniors on September 29th that was an unclouded success. The Wheeler Hall girls gave a pretty informal party in the gymnasium, and held their usual Hallowe'en celebration at home. In addition, the faculty enjoyed a picnic on the Sheyenne, and informal theatre parties have attended such attractions as Parsival, The Merry Wives of Windsor, The College Widow, and various concerts.

* * *

In addition to the usual talks and readings by the President, the school has listened to brief addresses by Regent Comstock, Hon. Mr. Perley, Senator Peterson, Rev. Mr. Brown of Mississippi, Miss Baldwin, state secretary of the library commission, and Asst. State Supt. C. G. Schulz.

* * *

The city of Moorhead and its neighborhood has been the scene of some notable improvements in the course of the past few months, showing beyond cavil the essential prosperity and progressiveness of the community. The new Carnegie Library, the splendid administration building at Concordia College, the extension of the sewer system, and the enormous construction enterprises undertaken by the N. P. just east of town, are some of the decisive evidences of material wealth and energy at this particular spot in the great Red River Valley.

* * *

The model school has enjoyed an exceptionally happy opening. Its pupils are sound as little hickories, and the work has gone on with particular zest this fall. Some of the features of model school life that have awakened special interest, are the exercises in moulding and casting in connection with the course in manual training as carried out by the grammar grades, the language lessons based upon the study of some of the master's paintings—one of the leading pieces of intermediate grade work—and the visits of the class in general method. These visits have been for the purpose of observing a series of illustrative lessons taught by the different members of the training department staff, and have proved very helpful. On the occasion of Hallowe'en the primary school gave itself up to the enjoyment of a grotesque carnival. During the winter and spring terms there will be an unusually large number of practice teachers, taxing to the limit the facilities of the model school.

* * *

The first recital of the year, a miscellaneous program, was given in the afternoon of Saturday, October thirteenth. Of high ethical tone and varied in its appeal, it exerted a happy influence. An added touch of interest sprang from the fact that the senior class had arranged the stage settings, giving the scene a graceful touch of ornament. The dramatic numbers were especially well received, and the singing was delightful. The program was as follows:

Part I.

Piano Solo—*Au Matin*, Op 83 Godard.
Harriet Hale.

Where Ignorance is Bliss
..... Howard Fielding.
Meta McKee

George Wardeberg, '03 has been suffering with spinal trouble for some time and has lately been undergoing treatment at St. Olaf's hospital, Fargo.

Mr. Ballard, as a member of the city council committee on paving, went to Minneapolis on October 26th, where the committee inspected several types of street paving.

Miss Wheeler, first preceptress of Wheeler Hall and now in charge of the principal women's dormitory at Chicago University, visited chapel on Wednesday, October seventeenth, and was heartily received.

Miss Margarethe E. Heisser, formerly teacher of drawing in the normal school and an artist of creative power, has been spending several weeks with her friend Mrs. Amidon, in Fargo. During her two years study abroad, she painted a considerable number of pictures which were sold by her friends in Minneapolis at handsome prices. During her stay in Fargo she will give an exhibition of a small collection of paintings which represent the recent work of her brush.

Miss Mears suffered a sad bereavement on October twentieth in the death of her uncle, which occurred at Lincoln, Neb., where he was being cared for in a hospital. The funeral took place at Auburn, Neb., the family home. On her return to Moorhead, Miss Mears was accompanied by her mother, who will remain with her until the holidays. Miss Mears' bereavement excited a sense of heartfelt sympathy among her friends, who were aware of the exalted regard in which she held her uncle—a man of sterling personal graces and a vital influence in his community, where he pursued the profession of banking.

Calendar for 1906-1907

FALL TERM

ENTRANCE EXAMINATIONS

Tuesday, September 4

ENROLLMENT OF STUDENTS

Tuesday, September 4

CLASS WORK

Begins Wednesday morning, September 5

FALL TERM ENDS

Wednesday evening, November 28

VACATION

Wednesday evening, November 28, to Tuesday morning, December 4

WINTER TERM

CLASS WORK

Begins Tuesday morning, December 4

HOLIDAY RECESS

Friday evening, December 21, to Wednesday morning, January 2

CLASS WORK RESUMED

Wednesday morning, January 2

WINTER TERM ENDS

Friday evening, March 8

SPRING TERM

CLASS WORK

Begins Tuesday morning, March 12

VACATION

Friday evening, March 22, to Tuesday morning, April 2

CLASS WORK RESUMED

Tuesday morning, April 2

SPRING TERM ENDS

Friday evening, June 14

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